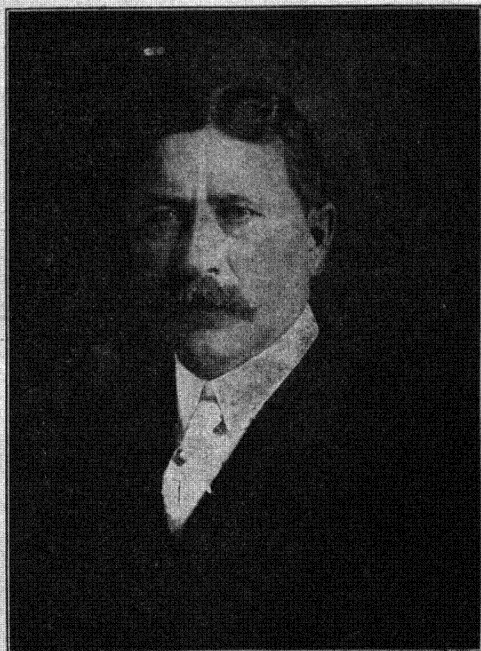


The Filipino Teacher

Vol IV

JUNE, 1910

No. 1.



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The Filipino Teacher

A MONTHLY JOURNAL PUBLISHED BY THE PHILIPPINE TEACHERS' ASSOCIATION

VICENTE DIAZ, Editor—A. QUIJANO, Manager.

VOL. IV	MANILA, JUNE, 1910	No. 1
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ENTERED AT THE POST OFFICE OF MANILA AS SECOND CLASS MAIL MATTER

ADDRESS all communications regarding publication, advertisements, subscriptions and business matter to The Manager of
"THE FILIPINO TEACHER", P. O. Box No. 1090 Manila, P. I.

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Any subscriber wishing to stop his paper must notify the Manager, otherwise he is responsible for payment as long as the paper is sent.
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EDITOR'S PAGE

A HEART-TO-HEART TALK WITH YOU After enjoying a most profitable vacation we now renew our pleasant monthly visits to our many friends. This month's issue marks the commencement of our fourth volume. Contrary to an editorial announcement made by us sometime ago, we now begin this new volume with no change in our name. We are still, as we have always been before, the THE FILIPINO TEACHER. Twice had the attempt of changing our name been made, and twice did it meet with marked disfavor and reasonable opposition in the P. T. A. annual conventions.

It has been in the past, and it is at present, our ever constant endeavor to make each volume of THE FILIPINO TEACHER better than the one previous to it. Just how far we have succeeded in this matter, we leave it to our readers to decide. We shall limit ourselves to recalling the many encouraging letters that daily reach us (some of which we have already published) expressing favorable opinions about us; we shall go no further than remembering the kind words of approval and commendation, and the unfailing support we have always enjoyed; but if all these mean something, then we believe we commit no immodesty in venturing the opinion that in our aim to improve each volume of this Journal we have not so far failed.

We are, however, the first to acknowledge that THE FILIPINO TEACHER, in spite of all our efforts, still has its faults. We are fully aware that it is susceptible of further improvement. We realize the fact that it must maintain for itself the standard which other journals of its kind seek to attain, if it is to survive the tremendous struggle for existence in which it is unconsciously engaged. To this end we solicit your earnest cooperation now that we are commencing our forth volume. This Journal has got to undergo the gradual but necessary improvement toward that standard which the progress of time demands, and this can only be effected through mutual cooperation. Without that spontaneous cooperation this enterprise is foredoomed to failure. Such success as has attended our efforts is due solely and exclusively to the generous help given us by the public in general and the teachers in particular. We feel however that THE FILIPINO TEACHER is called to accomplish much greater results than what it has already accomplished if our fellow teachers,—those who until now have held themselves aloof from this enterprise—will join hands, and fling aside forever that mantle of indifference and apathy which is of fatal consequence to all enterprises however beneficial they may be. It is this indifference, it is this apathy which has branded many a Filipino concern with that helpless, discouraging word,

—FAILURE; it is this indifference, this apathy which has furnished strangers ground for doubting our ability to accomplish great things; and finally, it is this indifference, this apathy, this "pulling in different ways" which in a future not far distant, when our political emancipation begins to dawn, will become a most formidable obstacle which would prevent our ever being a united, prosperous, free and independent people.

Our aim in the publication of THE FILIPINO TEACHER is most worthy of your support. Commercialism and personal gain are so strangers to us in this magazine enterprise that our former and present editors, our former and present managers, our associate editors, collaborators and friends are to-day living witnesses to the fact that their services have been, and are entirely gratuitous. Is this not sufficient to convince you that to help the government in its educational work, to be of some help to those now engaged in teaching, to bring before the country for its proper interpretation the purposes of this government, are the only purposes which have prompted us the arduous task of running this Journal? And is not a Journal aiming at such results most worthy of your cooperation? Then be with us in this work. Send us for publication anything which you think will help the educational enterprise in this country; anything which you consider of practical aid to your fellow teachers; anything which you yourself, as teacher, would like to know, master, and put in practice in your daily work. Have you ever stopped to think that in the sphere of teaching no method of instruction is new nor old, but that all are ever fresh, forever useful, and everywhere

adoptable? Have you found a good method of teaching numbers, language etc? Have you devised a good method whereby you succeeded in keeping your class quiet, but not asleep, the pupils eager to work, and the room saturated with an atmosphere which breathes kindness mingled with determination to accomplish results? Then send a copy of it, and through our Journal, let your fellow teachers benefit from it also. You cannot imagine what satisfaction one derives from the knowledge that he or she has been able to help those in need of help. You cannot have an idea of the eagerness, the gratitude up to date, modern teachers read, mentally improve, and adopt any suggestion if thereby they would secure more results from their work.

We presume you are a teacher; if so, you can help us make this Journal be, what since 1907 we have worked to make it be,—a medium of exchange of ideas among those engaged in teaching; a help, and never an obstacle, to the government's work of educating the masses. Cooperate with THE FILIPINO TEACHER. It reaches the TEACHER; the teacher educates the MASSES, so in the strict and logical order of things, you have not helped our Journal, but that for which it works. You can aid THE FILIPINO TEACHER in increasing its present circulation; you can and ought to help it better its standard; in a word, you can help push in along it every way.

You cooperate with others in their educational work by cooperating with this Journal. WE NEED YOUR COOPERATION and we are sure YOU NEED OURS TOO. We need the hearty cooperation of all who have faith in the educational work of the government and private schools and all who believe in the self-evident truth that a people to be great MUST BE EDUCATED. To them is addressed this plain, heart-to-heart talk. Do we need to say before we conclude that YOU ARE ONE OF THEM?



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Philippine Teachers' Association

The Fourth Annual Convention of the P. T. A.

To give our readers exact idea of the works of the last Annual Convention of the P. T. A., held in its office, May 11, 1910, we herewith publish in full the minutes of the same.

MINUTES OF THE FOURTH GENERAL CONVENTION OF THE PHILIPPINE TEACHERS' ASSOCIATION HELD IN MANILA.

Time: May 11, 1910, 9 o'clock A. M.

MEMBERS OF THE CONVENTION.

Present:

Mr. Anastacio Quijano, General Secretary.

„ Emilio Pestaño, Delegate of the Prov. Committee of Manila.	
„ Vicente Diaz, „ „ „ „ „ „ „	„ „ „
„ Meliton Cruz, „ „ „ „ „ „ „	„ „ Bulacan.
„ Ciriaco de Leon, „ „ „ „ „ „ „	„ „ „
„ Bernardo Elayda, „ „ „ „ „ „ „	„ „ Zambales.
„ F. A. de la Paz, „ „ „ „ „ „ „	„ „ Pampanga.
„ Teodorico Bauson, „ „ „ „ „ „ „	„ „ Pangasinan.
„ Conrado Alcarraz, „ „ „ „ „ „ „	„ „ Rizal.
„ Custudio Zalazar, „ „ „ „ „ „ „	„ „ Nueva Ecija.
„ Nicanor Atillo, „ „ „ „ „ „ „	„ „ Cebú.
„ Escolastico Gatmaitan, visitor from Bulacan.	

Absent: Delegates from Samar, Cavite and Leyte.

Morning session.

Mr. Anastacio Quijano, General Secretary, of the Executive Board of the Philippine Teachers' Association called the Convention to order, greeting thereto the Provincial Delegates and expressing to them a cordial welcome in the name of the Executive Board. He also stated that the Executive Board has met with two great difficulties on account of the resignation of Mr. Guillermo Santos, General President, and Mr. Cayetano Ligot, General Treasurer, who insisted that their resignation be accepted. It was therefore deemed necessary by the General Secretary to accept their resignation for the best interest of the Association, subject, however to the approval of the General Convention.

The following resolutions of the General Convention were adopted by the Provincial Delegates assembled at Manila, May 11, 1910:

RESIGNATION OF OFFICERS

Resolved, That the resignation of Mr. Guillermo Santos, General President, and Mr. Cayetano Ligot, General Treasurer, be accepted by the Provincial Delegates present at the Convention because of the unavoidable reasons set forth in the resignation of the officers referred to, confirming therefore the action taken by the General Secretary of the Executive Board.

APPOINTMENT OF CHAIRMAN

Resolved, That Mr. Anastacio Quijano, General Secretary be appointed chairman of the convention during its session.

This resolution was unanimously adopted.

APPOINTMENT OF SECRETARY PROTEMPORE.

On motion of Mr. Diaz seconded by Mr. Bauson.

Resolved, That Mr. Bernardo Elayda be appointed secretary protempore of the General Convention and perform the duties of the General Secretary of the Executive Board during the session of the Convention.

This resolution was unanimously adopted.

Mr. Elayda moved that a telegram be sent to the Secretary of Public Instruction and the Director of Education to express the gratitude of the Provincial Delegates and the wishes of the Convention to cooperate with the work of the Bureau of Education and the expenses for such telegram shall be born by the Philippine Teachers. His motion was seconded by Mr. Pestaño and was carried.

On motion of Mr. Cruz seconded by Mr. de Leon a committee of two was appointed by the Chairman to write out the telegram to be sent to Mr. Gilbert and Mr. White. Mr. Diaz and Mr. de Leon were appointed to write out the telegram.

TELEGRAM.

Report of the Committee on Telegram.

Resolved, That the following telegram be sent to the Secretary of Public Instruction and the Director of Education.

<p>The Oldest Distillery in the Philippines</p> <p>Received Medals at the Expositions in Paris, Amsterdam and Philippines</p>	
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<p>Central Office</p>	<p>216 San Miguel.</p>

«Manila, May 11, 1910.

Commissioner Gilbert, Baguio.

Annual Convention Philippine Teachers' Association now open. Delegates representing Provincial Committees send respect Secretary Public Instruction. Association offers loyal cooperation educational work government.

(Signed) Quijano, Chairman.

«Manila, May 11, 1910.

Director Education, Baguio.

Annual Convention Philippine Teachers' Association now open. Delegates representing Provincial Committees send respect Director Education. Association offers cooperation educational work Government.

(Signed) Quijano, Chairman.

ORDERS OF UNIFORMITY.

Resolved, That an order of uniformity governing the election of the Board of Directors of the Provincial Committees be fixed by the Executive Board of the P. T. A. and circulars of suggestions for the said order of uniformity be made out and prepared by the Executive Board and send such circulars to the different provincial committees.

The above was unanimously adopted.

It was suggested by Mr. de Leon that the General President of the P. T. A. be instructed to write or find out from the Director of Education about the resolution of the last General Convention on the deduction of salaries of the municipal teachers attending the Filipino Teachers' Assembly held in Manila every year.

«THE FILIPINO TEACHER»

Resolved, That the name, «The Filipino Teacher» of the official organ of the P. T. A. should not be changed, and be it understood that it must be published in Eng-

lish, Spanish and Tagalog editions, and that the Executive Board shall exercise the power to appoint editors, colaborators, and correspondents to prepare articles for the issues of the journal.

GRATITUDE.

Presented by Mr. Diaz and seconded by Mr. Pestano, the following resolution of thanks was unanimously approved:

WHEREAS, during the Fifth Annual Vacation Assembly held in Manila, the Filipino teachers were shown all kinds of courtesies which made their stay here, not only pleasant and enjoyable but instructive as well;

THEREFORE be it resolved that the Delegates of all the Provincial Committees of the Philippine Teachers' Association do hereby express, in name of all the Filipino teachers who attended the Fifth Annual Vacation Assembly, their most sincere thanks and proper appreciation for all the kindness shown them by the Manila public in general, and La Germinál, Bureau of Printing, Ice Plant, Electric R. R. and Light Co., Livery Stables, Fire Department, and Cotton Factory in particular. They hereby extend their thanks also, to Mr. Geo. N Briggs, Director of the Assembly, Mr. Theo. Rogers, Instructor, and Mrs. Bourton, Dean of the Girls Dormitory of the Philippine Normal School, who have in every way endeavored to provide entertainments for them;

BE IT FURTHER, resolved that a copy of this resolution be sent to each of the above named commercial concerns; to Mr. Geo. N Briggs, Mr. Rogers, Mrs. Bourton; and a copy to «La Vanguardia» and «The Manila Times» for publication.

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ADJOURNMENT

On motion of Mr. de Leon seconded by Mrs. Alcaraz the Convention adjourned at 12:00 A. M. to meet at 1:30 P. M. in the office of the Executive Board, May 11, 1910.

Afternoon Session.

FILIPINO TEACHERS' ASSEMBLY AT BAGUIO.

Presented by Mr. Diaz and seconded by Mr. Pestafio, the following resolution was unanimously adopted.

WHEREAS, the Bureau of Education every year holds a Teachers' Assembly at Baguio in which various instructive courses are offered;

WHEREAS, the principal aim of these Assemblies, stated in general terms, is to impart to the teachers progressive ideas in, and wider conception of, education as a science, thereby inspiring them to adopt up-to-date, modern methods so as to secure the best possible results expected of their work;

WHEREAS, it has been, and it is the constant endeavor of the Department of Public Instruction to give the Filipino teachers every opportunity for improving themselves in their chosen profession so as to meet the standard of efficiency which the steady growth of education in these Islands demands of them;

WHEREAS, due to the high cost of board and accommodation in the Teachers' Camp, coupled with the rate of railroad transportation, the Filipino teachers are at present unable to attend the yearly Assemblies in Baguio and benefit themselves by the courses there offered; and

WHEREAS, the deduction of the said expenses to its minimum would result in the Filipino teachers attending those Assemblies and so avail themselves of the advantages offered by the same;

THEREFORE, be it resolved by the Delegates of the Provincial Committees of the Philippine Teachers' Association in Convention assembled, to petition, as they now respectfully do, the Honorable Secretary of Public

Instruction and the Director of Education to make some arrangements whereby the cost of board, accommodation and transportation can be reduced to its minimum thus making it possible for the Filipino teachers to attend the yearly Assemblies held at Baguio.

CONSTITUTION

The old constitution was read and amended by the Convention.

BY-LAWS

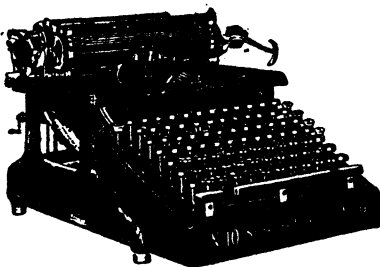
The report of the Committee on by-laws was read by Mr. F. A. de la Paz. It was fully discussed and adopted.

BADGES

Resolved, That one hundred club pins be ordered by the General President of the Philippine Teachers' Association from the United States to be divided among the Provincial Committees: 10 badges for Bulacan, 15 badges for Manila, 10 badges for Zambales, 15 badges for Pampanga, 10 badges for Nueva Ecija, 15 badges for Rizal, 15 badges for Pangasinan and 10 badges for Cebu. The cost of these pins shall be paid by the Provincial Committees.

REDUCTION OF SUBSCRIPTION

Resolved, that every member of the Philippine Teachers' Association shall be entitled to the discount of 50% on the subscription of the "Filipino Teacher" provided, however, that the provincial committees shall send all the names of the members of their respective committees, who shall be allowed this privilege. This resolution was unanimously approved. It would take effect beginning with Volume Four.

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SUPPORT OF THE EXECUTIVE BOARD.

On motion of Mr. de Leon seconded by Mr. Zalazar. Resolved, That every Provincial Committee shall send P- 22.00 to the Executive Board of the P. T. A. in Manila for the expenses of the same, forwarding P 11.00 for the first installment not later than the last day of July of every year and the other P 11.00 for the second installment not later than the last day of December of every year.

NEW OFFICERS.

The following persons are the officers elected by the majority vote cast by the Delegates present at the Convention: Mr. Anastasio Quijano, General President; Mr. Justo Juliano for General Secretary; and Mr. Emilio Pestaño for General Treasurer.

It must be noted that the first election for General Treasurer resulted into a tie vote and a second election for General Treasurer was therefore held. Mr. Emilio Pestaño received the majority and was elected General Treasurer.

A VOTE OF THANKS.

Resolved, That a vote of thanks be tendered to Mr. Elayda, Teacher of the provincial high school of Zambales for the valuable services he rendered during the session of the General Convention.

ADJOURNMENT.

On motion of Mr. Cruz it was resolved that the Convention adjourn to meet next year the date of which shall be fixed by the Executive Board.

BERNARDO ELAYDA

Secretary of the Convention.

Another Provincial Committee

The P. T. A. has taken another forward step in the organization of the Provincial Committee of Nueva Ecija. The meeting of the Nueva Ecija teachers took place in the Library Room of the Normal School, and its success was undoubtedly due to the disinterested efforts of Mr. R. Custodio Salazar, a native of that province and teacher in the Manila City Schools. To him the Association is under obligation for his services rendered to it. Enthusiasm reigned during the meeting which was largely attended. After the speeches, questions regarding the P. T. A. were asked by those present and were answered by the Gen. Pres of the Association.

Then a resolution of adhesion to the Association, the text of which is here published in full, was presented by the teachers present. The resolution reads:

* * *

Do not say you want to help *The Filipino Teacher*, what you have to do is to mention THE FILIPINO TEACHER whenever you buy from any one advertiser.

NOTICE

Provincial Committees and members of the Philippine Teachers' Association are hereby notified that the CONSTITUTION of the P. T. A., approved and amended by the last Annual Convention of Delegates of Provincial Committees are already printed.

Members who desire to have copies of it may do so by sending us a 10-centavo coin in an envelope.

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RESOLUTION OF ADHESION TO THE PHILIPPINE TEACHERS' ASSOCIATION, THROUGH THE EXECUTIVE BOARD

We, the undersigned, Filipino teachers of the Province of Nueva Ecija, realizing that the Philippine Teachers' Association has in the past shown and is still showing a spirit of union and cooperation among all engaged in the profession of teaching; and realizing further that it is working for the general good of the Filipino teacher body; and realizing further that by joining the P. T. A. we shall once more show that we are not indifferent to any progressive movement if thereby the general welfare of our country can be sought, have decided, after careful deliberation to adhere ourselves to the said Philippine Teachers' Association and to form a Provincial Committee in Nueva Ecija.

RESPECTFULLY SIGNED

Names	Addresses
(Signed) Antonia Reyes,	San Isidro, Nueva Ecija,
" Margarita Embuscado,	Jaen, " "
" Ursula Soriano,	San Isidro, " "
" Glicería R. Cruz,	San Antonio, " "
" Ismael R. Cruz,	" " " "
" Ignacio M. Domingo,	Cuyapo, " "
" Vicente L. Trias,	San Antonio, " "
" Eusebio Domingo,	Cuyapo, " "
" Anastasio de Guzman,	S. Antonio " "
" Máximo Pabastan,	San Isidro, " "
" Enrtque Arrieta,	" " " "
" Quintín Gallardo,	Jaen, " "
" Teofilo de Ocampo	" " " "
" Saturnino G. David,	S Isidro, " "
" Eusebio Manioul,	San Isidro, " "
" Luis E. Soriano,	S. Antonio, " "
" Tomás M. Diaz,	" " " "
" Benito Yamsuan,	Gapan; " "

Immediately after signing this resolution the election for the officers of Prov. Committee of N. E. was held. The result was the following.

Mr. Eusebio Manuel, President, 14 votes.
" Pablo Bunuan, Vice President, 9 votes.
" Sotero Fermin, Secretary, 10 votes.
Miss Francisca Trinidad, Treasurer, 10 votes
Mr. Sisto Lustre, Director.
Miss Ursula Soriano, "

BERNARDO ELAYDA,
Secretary protempore,

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Primary Plans	P-2.00
The Filipino Teacher	" 2.00
<i>Total.</i>	" 4.00

Our rate for both only	" 3.20
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Normal Instructor	P-2.00
Primary Plans	" 2.00
The Filipino Teacher	" 2.00
<i>Total.</i>	" 6.00

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The Elementary School Teacher	P-3.00
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Our price only	" 4.00
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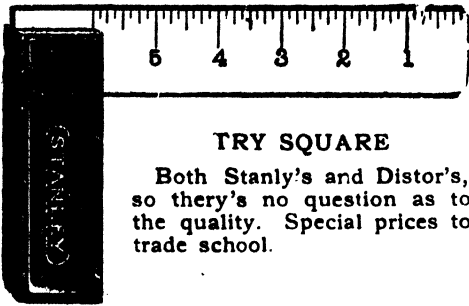
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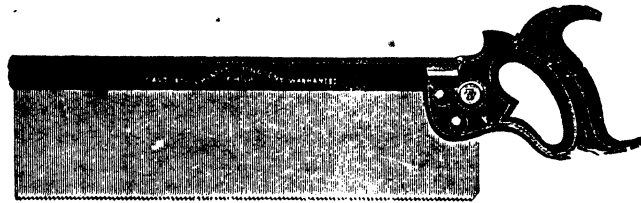
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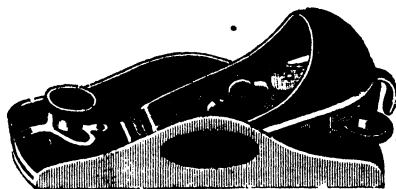
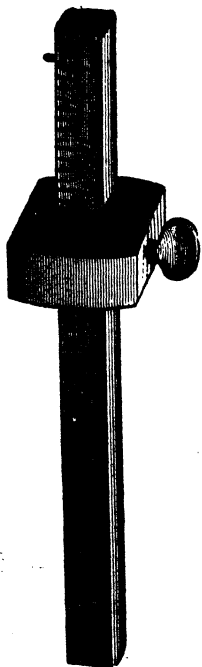
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CATALOG FREE



WOMAN'S PAGE

Advantages of an Educated Woman

By Mrs. Luz Aycardo, Ermita School Manila.

All labors require thinking. Thinking is developed by means of education. Since this fact is true; it is also true that one who is poorly educated has poor thoughts, and having poor thoughts, he or she must necessarily have poor work. The woman of to day, performs some of the works that a man in the past used to do. Is it because she voluntarily does the work? To a certain extent, yes, because she has devoted a certain length of time for preparation before she starts to do the work. It is thus seen that all labors require thinking.

The woman of to-day has all the opportunities open for her. Why should she not grasp these opportunities that she might stand to the world, and gaze at the haunts of nature,—that she might appreciate them all and grasp that science that pertains to humanity? What would then be the first opportunity? Above all and first of all it is EDUCATION.

An educated woman appreciates things, that are beautiful in nature, and things that are essential to life. She makes her surroundings attractive, she prepares her food diligently, she makes her home comfortable; and if by chance she reaches that second chapter of life we call wifely life, she educates her children better than those who have had no previous education. She dresses them with good and clean clothes; and she administers her comfortable home like a supreme queen.

This family government then, must necessarily be perfect, simply because the queen's education is and must be perfect.

Why did there ever exist boys and girls who show no proper respect to their parents and elders?

Is it these children's faults? No by any means; it

is the parents' fault, because these parents are not sufficiently educated and therefore their children can not ask from them the proper education which their tender youth most need. Is it not an axiomatic truth that she who has nothing can give nothing?

An educated woman knows more or less of the world's progress, and that knowledge and acquaintance leads her to the appreciation of the things essential to life, such as pure air and water; cheap but nutritious foods, and the recognition of the economical condition which prevails in the family circle.

Such is the woman who no doubt constitutes the everlasting delight of her parents, and who can bring happiness, prosperity and correct views of life toward her future children should she be married.

It was a great mistake for those parents in ancient times to deprive their daughters of education, simply because they believed that they are easily wooed and loved. This was a great mistake because a woman so deprived of education is robbed of her future felicity because as is naturally to be expected, she gets married to one who like herself, is destitute of any education, and both having a little or no education, will stumble and fall during their pilgrimage in life and will surely meet difficult problems which, to those who are educated, find easy and quick solution.

Dear reader, if you are a girl make yourself the example of your sex without hesitation; strive for your existence, and the honor of your sex, that you might be better respected and praised by all. If you are a man, mention this to your friends and parents, and let them judge the importance of education. Education is but good living, and good living is the immediate fruit, the worthy reward of good education. If we want to fare well in this world and enjoy love, hope, felicity, and prosperity, let us be well educated, for education blesses us with the sacred name of GOOD MOTHERS and good mothers give to the world good citizens.

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Protecting the child

When normal love begins to appear in youth, it is a sign that the individual is approaching completion. Before this, all the currents flow toward the child. He must be cared for, sheltered, clothed, fed, educated; and the old maxim, «The child must be served,» is valid, for, nothing is so worthy of love, reverence, and service as the body and the soul of a child. But during its eight or ten transforming years these currents are reversed so that the finished personality must serve the race, and altruism slowly supervenes in place of egoism and selfishness.

Now it is this prolonged period of tension, stress, and temptation, which begins with or before the first teens and lasts eight or ten years, that the human race needs to study and safeguard. It is then that precocity of function is very dangerous. Not only too early wedlock, but extramarital relations or vice dwarf individuals and races. Many savage tribes and city gamins, especially those of Paris, who have been most studied, have no proper adolescence, but show evidences

of age before twenty. And it is from such studies that we learn most of the great advantage to mankind of chastity and continence during the period preceding maturity.

Again, the child will grow, even under hard conditions, thought temporarily retarded by overwork, malnutrition, or nerve strain, but in the later stages of adolescence, when nature is putting her finishing touches upon young men and maidens, and endowing them with those qualities farthest above animals and most fully human, there is no atonement for arrest. Those who suffer it are doomed to go through life below the stage or level of development which their heridity entitles them to. The young man who violates this law can never be a perfect father. In such a case, too, the quality of love can not be perfect, for perfect love means the passionate subordination of each mate to the other, and of both to posterity.

NOTE:—This article was selected and sent to us from Zambales for publication by Mr. B. R. Carpius, a member of the "Anti-child Slavery League." Mr. Carpius has been connected for the last four years with the work of this institution which looks after the child's protection.—Editor

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LITERARY PAGE

My childhood days

My first Rhyme
To my "Lady of the Lake."

In yonder vale by Cawit's shore
Where roam at will the flocks and herds
Where grass and cane have grown the more
And offer haunts for singing birds;
There stands a hut of cogon grass
Beneath the shade of mango trees,
Where in I was allowed to pass
By Fortune's will my childish bliss.

I call this hut my palace grand,
The rolling plain my sole domain,
The native products of the land
I claim them all for my own gain,
No monarch ever had the joy
Which tended me in early days,
When but a ragged shepherd boy
With manners rough and rustic grace.

My feathered friends in choral chime
Entone their merry lovely lay
When rosy Dawn proclaims the time
Of Helio's journey thro' the day;
The ceaseless murmur of the brook
And low soft whisper of the breeze,
All help to make of this wild nook
A garden of Hesperides.

And as I take my scanty flocks
To verdant pastures 'cross the rill,
The songs of crickets 'neath the rocks
The balmy atmosphere they fill.
With boyish pride I plod my way
And feel myself a crowned King,
With fragrant flowers of Happy May,
And bands whose air so blithely ring.

From cares and woes and worldly pains
The shepherd boy is free from all,
The stony roads and bushy lanes
Don't lead him to a ditch or fall.
No mischief ever worked its art,
Nor base desire, nor evil thought,
Has dwelt upon the simple heart
Of him who's reared in homely cot.

I was content of my good share
I envied not the "weel to do",
For then, I knew that godly care
Is given free to whom 'tis due;
At end of day when task was done,
I praised His Blessed Holy Name
Who made the brilliant, radiant sun
To shine on poor and rich; the same.

FLORE.

NOTE:—Cawit is the name of a river in Ilocos Norte, which flows by the town of Laoag. Half a mile west of the town lies the spot alluded to in this reminiscent poem.—*Author.*

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Teachers' Department

Thoughts on Education

By Mr. Juan Orellana, Teacher San Sebastian School, Manila.

* By the examples of truth, justice, and benevolence, the teacher prepares the pupils for a reasonable optimism which will make them happy and which will create in them due respect for others. This will contribute in a powerful way to the felicity of the family, friends and all. It will cause to germinate in the hearts of youth a temperament of happiness and predisposition to supreme goodness; of kindness, which will make the citizen not only honorable and useful, but also befitting, suave, sweet. He will become most capable of being governed as well as to govern, he will become kind, and compassionate to the misfortunes of others; participant of others' enjoyments; without abhorrence or discouragement; he would despise envy and hatred; he would become submissive to grief and content with the burden of existence. His pupils will have blissful hearts which will naturally infect smile and satisfaction to other hearts, and in which will concentrate the brightness of the sun and nature's gayeties. They will transmit these good qualities to others to be increased by the reflection of a soul that is without shadow or opaqueness.

On the other hand, by bad examples, lie, injustice, and malevolence, generate, reign and perpetuate like contagious incinations, inoculating each other, transmitting them by heredity, by contact, by infection; sickening, prostrating and killing the souls by means of certain virulent sickness that produce deformities and indelible scars when they have respected the existence which is already useless. Criminal scars, at least of misanthropy or of pessimism, that deform the moral physiognomy of those unhappy beings who seem to avenge on others the pains of their own souls; that distribute a portion of the bitterness which abound in their treatment

of the home and friendship; that carry a current of darkness to the felicity of others, such are the evil results of a teacher's wrong instruction imparted to the youth entrusted to his care.

Drawing in the city Schools

By Mr. I. Ancheta, Instructor of Drawing, Tondo Intermediate School, Manila.

However opinions may differ in regard to the value of the study of drawing as a part of our school system, there can be no doubt as to the desirability of the study of design. The success of every industry in which appearances count, depends in a large measure to all mankind in too evident a force to ignore.

The question is not, shall we teach design, but how we shall teach it.

During the seven years I have associated with the teaching of drawing in the city schools under the supervision of Mr. Hilts, I have been surprised at the lack of knowledge both of drawing and of design which is displayed by the average student who presents himself for admission to the various Intermediate Schools. This is even surprising because most of the students are graduates of Intermediate Schools.

I have also noticed that, although in some cases, a student's previous study is helped by his advanced work, in the majority of instances, it is necessary to begin at the beginning as if the students had never heard of the subject before. If it were possible to give the students a proper preliminary training in the primary schools, the problem of teaching them would be much simplified and the result vastly more satisfactory. It is for the purpose of offering some suggestions along this line that this article has been penned.

I believe that the charge brought against modern methods of teaching in general, is true also of the teaching of art.

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The Month in Review

THE 5TH. ANNUAL VA. ASSEMBLY

The fifth annual vacation assembly held in Manila from April 18 to May 13, was a most successful one both in attendance and in the quality of work accomplished. Over 1300 teachers of the different provinces of the Archipelago attended it. Rizal leads all the rest, having sent to the Assembly 142 teachers; Bulacan comes next with 110, Pangasinan occupies third place having sent 102 teachers, and Pampanga follows with 97. The number of teachers from other provinces is as follows: Albay 22, Ambos Camarines 15; Bataan 4; Batangas 35; Bohol 4; Kapis 1; Kagayan 5; Kabite 5; Sebu 39; Ilocos Norte 13; Ilocos Sur 15; Iloilo 1; Isabela 7; Laguna 5; La Union 65; Leyte 3; Manila 12; Masbate 54; Mindoro 13; Mountainous Province 1; Occidental Negros 4; Nueva Ecija 45; Nueva Viscaya 4; Romblon 0; Samar 14; Surigao 7; Tarlac 21; Tayabas 12 and Zambales 10. This number added to the approximately 150 teachers who attended the wood working courses in the Trade School will show that in point of attendance the last annual vacation assembly was the largest ever held in Manila. There were but two academic subjects offered: Algebra and English; the rest were all industrial courses such as weaving buri, sabutan and bamboo hats, embroidery, lace-making, basket-making, gardening and domestic science.

The teachers were shown all kinds of courtesies during the session of the Assembly, making their stay here enjoyable and instructive. Visits were made to the Ice plant, the Printing Bureau, Germinal Cigar Factory, Botton Factory, the chapel of the Archbishop's Palace and other places of interest such as Pasig, Fort McKinley, San Juan and Malabon. The excursion to these last named places were due to the generosity of the Manila E. R. R. and Light Co, who offered especial cars for the use of the teachers. The teachers are also indebted to Mr. Bert Yeardsley and the proprietors of the several livery stables in Manila. Mr. Yeardsley furnished the teachers with free cinematograph shows in the Grand Opera House which were greatly enjoyed. The managers of the Bureau of Printing Ball-team and Trade School team played a series of games in the Paco Grounds for the amusement of the teachers.

The closing exercises of the Assembly were held in the auditorium room of the Y. M. C. A. which was kindly ceded by its General Secretary for that occasion.

Hon Sergio Osmeña and Director White were the speakers of the evening while Mr. Briggs, Supt of the Philippine Normal School and Director of the Assembly, acted as toastmaster. The music was given by the stringed orchestra of the Constabulary Band and a well-trained chorus of teachers under the direction of Miss Black, Supervisor of Music of the city Schools.

A committee composed of Miss. Jacoba Tirona, Miss. Maria Hizon, Miss. Ester Cruz, Mr. Vicente Diaz, Mr. Manuel D. Buenaventura, Mr. Avelardo David, Mr. Fabian de la Paz and Mr. Roberto Punsalan met in the Normal School the day after the closing of the Assembly and wrote letters of thanks to those not included in the resolution of gratitude drawn by the P. T. A.

The resolution of gratitude drawn by the P. T. A. did not include other persons to whom the thanks of the teachers are due, on account of it having been approved at a much earlier date than the closing of the Assembly. Since its approval, other courtesies have been shown to the teachers, the acknowledgment and appreciation of which could not therefore be expressed in the said resolution.—EDITOR.

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AN EXCURSION TO BALIWAG

The Delegates of the last General convention of the P. T. A. celebrated the formal taking possession of the new Executive Board with an excursion to the picturesque town of Baliwag. The excursionists spent a most enjoyable time in Mrs. Petronilla Guevarra's house which they would long remember with the greatest of pleasure. The arrival of the Delegates and the ladies accompanying them was the occasion of a familiar gathering, and since a familiar gathering is "familiar" only when Goddess Terpsicore reigns, all meekly bowed to her rule and gave up themselves to the charms of the orchestra while it preludes dreamy waltzes and pleasant two-steps. The rigodons too,—puzzling and intricate as they are,—were not neglected that night, but for especial reasons, they were even more puzzling and intricate then for, Delegate Meliton Cruz of Bulakan, in one of these rigodons silenced the leaping enthusiasm of the orchestra and before the excursionists knew it, they were being successively introduced by him, to the gathering for a "speech." All the Delegates spoke for speak they must, each choosing his own subject. These extemporaneous and impromptu speeches, alternated with the parts of the first "rigodon" constituted an especial yet compromising feature of the night's entertainment. Speeches are instructive and inspiring, but songs are ennobling and heavenlike. They touch the chords of man's noblest feelings when all else have failed; they appeal to one's innermost conscience when eloquence and persuasion have been wasted in vain. In fact there is no earthly sorrow which the charming melody of a song cannot heal. These meditations found faithful interpretation in Miss Marciana Morales and Miss Florencia Asunción when they delighted the audience with songs that were sung with such life and emotion which only those who are accomplished singers know how to create. The gathering lasted very late at night, and the next day saw the excursionists bidding "adieu" to Baliwag, and expressing their most sincere thanks for the hospitality accorded them by Mrs. Petronilla Guevarra, Miss. Petra G. Baltazar, Mr. Balbino Baltazar and Miss. Maria Carriedo.

NOTES FROM CAVITE

KAWIT CENTRAL SCHOOL, CAVITE, P. I.

Result of the examination for the completion of the Primary Course held on the 22 and 23 of March, 1910.

General Average.

1. Tomasa Baloy	97 %
2. Donata Legaspi	96 "
3. Juana Matta	95 "
4. Roberto Vasquez	93 "
5. Josefa Ilano	92 "
6. Fortunata Baza	92 "
7. Marcelino Encarnación	92 "
8. Patricio Ygnacio	92 "
9. Lope Balan	91 "
10. Sicenando Dominguez	91 "
11. Maximo Jamir	90 "
12. Manuel Quemuel	88 "
13. Gervacio Matro	88 "
14. Emiliano Vida	87 "
15. Amadeo Sayas	86 "
16. Epifanio Gan	86 "
17. Catalino Monzón	85 "
18. Roberto Sipriano	84 "

Tomasa Baloy obtained the highest mark for her activity and regular attendance.

Tomasa Baloy, Donata Legaspi, Juana Matta, Roberto Vasquez, Josefa Ilano, Fortunata Baza, and Marcelo Encarnación are among the brightest pupils in my class.

During the period that I have taught them they and their parents have shown their love and interest to the school. I have been very satisfied with their excellent behavior and work in the school

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THE "KAWIT IMPROVEMENT SOCIETY" gave a "LITERARY VELADA" in the school building of the central school on the night of April 3rd. A literary program of twenty six numbers was rendered in honor of the Society's first PUBLIC MEETING. The program consisted of speeches, recitations, overtures by the Kawit Orchestra and an interesting debate on the subject of "Girls should be more educated than boys." This debate was closely contested by Tomasa Baloy, Fortunata Baza, Josefa Ilano and Donata Legaspi of the affirmative side, and Catalino Monzon, Marcelo Encarnación, Emiliano Vida and Sicenando Domínguez on the opposite side.

Many people of Kawit and its barrios attended the entertainment. Among them were the lovers of education:—Miss Barbara Matta and Miss Epifania Legaspi both of Binakayan, Hon. Tomas Mascardo, the Provincial Governor of Cavite, Mr. Pastor Encarnación, Vice-President of this town and many other ladies and gentlemen. They enthusiastically admired and appreciated the events.

LUIS LITONJUA
Principal Teacher.

THE "CIRCULO RIZALISTA"

The "Circulo Rizalista" of the town of San Roque, gave a selected program in one of the theatres of the locality in commemoration of the 49th. anniversary of Dr. José Rizal's birthday. The theatre where the entertainment was held was taxed for sitting capacity. The program was rendered without alteration and both its first and second parts were applauded by the audience. The speakers, whose stirring speeches were all allusive to the act, were also enthusiastically applauded by the multitude who came that night to once more show their veneration for the illustrious Filipino. The musical part of the program was vocal and instrumental and was rendered in a manner that called forth praise and admiration. The soft, penetrating voices of the singers, and the clear emotional tunes of the violin, the piano and the guitar which were played by some of San Roque's young ladies, contributed no little to the success attained by the entertainment. Our congratulations to the officers and members of the society!

PROVINCIAL TEACHERS' SOCIETY

At the beginning of the session of the Fifth Annual Teachers' Assembly held in Manila during April and May, the provincial teachers who were residing in the Ellinwood Dormitory in Malate organized "The Provincial Teachers' Inter-island Society" in order to create social relation and fraternal feeling among the residents of such dormitory.

The objects of the society were: (a) to promote the social relation among the members; (b) to train them in public speaking and in debating important questions of the day; and (c) to have an exchange of ideas among the members about important features of their respective provinces.

The following were officers of the society:

Presidente, Mr. Bernado Elayda, Zambales

Vice-President, Mr. Nicanor Atillo, Cebu.

Secretary, Mr. Teodorico Bauson, Pangasinan.

Treasurer, Mr. Sixto Balayan, Isabela.

Critic, Mr. Victorino Ruelos, Cagayan.

Program Committee.

Mr. Aureo Zaragoza, Pangasinan.

„ David Sison, Negros Occidental

„ Victorino Ruelos, Cagayan.

The meetings of this society were held in the chapel of Ellinwood Seminary and interesting programs were rendered for each meeting. The topic discussed by the speakers at the meetings were about the social life of the different tribes, ethnology of Non-Christian tribes progress of schools, agricultural development of Cagayan Ley and La Union and the life history of Lapolapo, ancestor of the Cebuans.

The photograph of the society was taken by Squares and Bingham as a "souvenir" of such an interesting as well as instructive organization. The teacher hope to make it a feature of the teachers' stay in Manila during the yearly vacation assemblies.

All the members wish to express these gratitude to Rev. W. G. Wright for his helpful suggestion in the organization of the society and for kindly allowing the members the use of the Seminary for conducting their meetings.

Maximino Mina

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EDITORIAL

LA ESCUELA DE ABOGACÍA Y FARMACIA

Interpretando los nobles deseos de buena parte de la Juventud escolar, de esos alumnos que acaban de graduarse de bachilleres en los Colegios superiores del Gobierno, *Filipino Teacher* eleva hoy su humilde voz ante el Honorable Secretario de Instrucción Pública, para recabar del mismo el pronto establecimiento de las facultades de Farmacia y Derecho anexas á la Universidad del Gobierno, y la restauración de la antigua Escuela náutica abolida desde hace algunos años por no sabemos qué causas.

Hay centenares de alumnos que han terminado con brillantez el bachillerato en los High Schools, muchos de los cuales desean cursar las carreras de Derecho y Farmacia, y otros intentan seguir la provechosa profesión del Náutico, pero se ven imposibilitados de emprender tales carreras por no tener aún la Universidad establecidos estos importantes ramos de la enseñanza. Existen ciertamente en Manila escuelas de Farmacia y Abogacía sostenidas por la iniciativa particular, pero cobran tan caras las matrículas y tan costoso resulta el estudio en las mismas que los jóvenes graduados en las escuelas del Gobierno, generalmente alumnos pobres, se ven en la imposibilidad de matricularse y estudiar en esas escuelas particulares. Además los graduados del Gobierno, tropiezan con un grave inconveniente estudiando en esos colegios particulares, y es el idioma castellano en que allí se enseña y que

les obstaculiza el estudio. Los escolares del Gobierno se han educado en inglés; language que ellos dominan y no han hecho ningún estudio en la lengua de Castilla, por lo cual razonan que les es difícil estudiar dichas carreras en las escuelas particulares.

Los escolares del Gobierno además, están modelados en el plan y sistema práctico de la Educación americana y les resultará trabajoso, cuando nó difícil el estudiar la Farmacia y el Derecho en esas escuelas en donde se requiere previamente la aprobación de ciertas asignaturas relacionadas con tales carreras.

La juventud tiene derecho á pedir que se establezcan esos importantes ramos en la Universidad del Gobierno para poder cursar los estudios de Abogacía, Farmacia y Náutica.

De otro modo se habrán de malograr muchas esperanzas de la Juventud, y tantos jóvenes con verdadera vocación para esas profesiones, se verían obligados á abrazar otras carreras para las que no tengan acaso aptitudes, y así verían truncada necesariamente su verdadera afición.

No se podrá alegar la razón de que el Departamento de Instrucción no cuenta con fondos suficientes para establecer tales escuelas, por que la Legislatura ha aprobado el aumento del presupuesto de dicho departamento, con lo cual es posible fundar por hoy siquiera los primeros cursos de las carreras mencionadas, que incuestionablemente constituyen una verdadera necesidad para la Juventud escolar de nuestro País.

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SECCION PEDAGOGICA

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(Discurso leído por el Sr. Enrique Mendiola, en la Solemne apertura de clases del Instituto Burgos)

Á una necesidad imperiosa, á un deber sagrado responde la apertura de los estudios académicos, que caracteriza la solemne preconización de las Ciencias, Letras y Artes, manifestación legítima de la Verdad, á la que consagramos nuestros afanes y desvelos, cifrando en ella nuestras aspiraciones todas, nuestro supremo Ideal, como Profesores y miembros de éste Instituto. Nos encontramos hoy ante ese distinguido público que nos honra con su asistencia personal, ante esa juventud estudiosa que se agita entusiasta en torno nuestro y henchida de júbilo viene hoy á recoger los premios ganados en la honrosa lid de las oposiciones.

Encargado de dirijiros la palabra en este momento, no por propia espontaneidad bien lo sabeis, sino cumpliendo la ineludible prescripción de los Estatutos de este Centro docente, yo desearía en la pequeñez de mis fuerzas y cortedad de conocimientos, discurrir sobre un tema en armonía con la significación de esta solemnidad literaria y digno del altísimo objeto que deben llenar los Centros de Enseñanza. Yo desearía inspirarme en el lenguaje grandioso é imponente de la verdad, de esa verdad que representamos cada uno en nuestras respectivas cátedras, de esa verdad que informa la existencia de estos Establecimientos docentes.

Es una verdad innegable que atravesamos una época de grandes crisis, de radicales y avasalladoras transformaciones que exigen para su satisfactoria solución estudios tan detenidos y observaciones tan profundas de cuánto se relaciona con los elementos seculares de nuestro organismo social.

Arrollados por las modernas ideas desaparecieron en breve plazo arcaicos ideales, de todo en todo reñidos con las exigencias del siglo; á impulsos del progreso cayeron prácticas sostenidas por el atraso de los pueblos; y el hombre de nuestros días, ensanchando los horizontes del espíritu, abrió nuevos senderos por donde caminar en busca del perfecto ideal.

No cabe, pues, negar esa transformación completa en los procedimientos que imprimen carácter á una época, porque valdría tanto como afirmar que las fuerzas físicas se pierden en el espacio, sin engendrar luz, calor y movimiento.

Empero si no cabe dudar del progreso y sus innumerables ventajas, tampoco puede negarse que á impulsos de esas grandes fuerzas que infundieron á la humanidad vigorosos alientos, se levantan amenazadoras las más espantosas doctrinas y las utopías más extrañas. De una parte vemos sistemas que inspirados en fervores científicos intentan establecer igualdades imposibles; que en vano luchan por la consecución de perniciosos ideales, hasta querer concluir con la idea religiosa, la cual no puede perecer, porque es una necesidad constante del alma humana; allá se amenaza al Capital y se pretende entronizar al Trabajo; aquí se esclaviza al Trabajo honrado y se le erige un altar al Despotismo del Capital; más lejos se niegan al hombre todas las supremacías, considerando como privilegios odiosos el talento, el valor y las virtudes cívicas.

Y todo esto se hace en nombre del progreso, y con el progreso se quieren justificar todos los atrevimientos; y por el progreso se solicita que pasen como verdades axiomáticas, los mayores errores, sin tener en cuenta que el verdadero progreso es incompatible con las aberraciones de la inteligencia y rechaza cuanto viene á herir los sagrados intereses de los pueblos. Pues qué, ¿ha de ser lícito trastornar en nombre de la civilización el orden social de un pueblo, quitarle sus hegemonías, y matar las creencias que informan su espíritu?

No; progresar en sociedades civilizadas no es destruir lo que es anterior: es reformar sabiamente, remover obstáculos; adaptar antiguos elementos á elementos similares de nueva creación; separar lo que daña y aceptar lo que aprovecha: dar al hombre medios de trabajo, de vida y de bienestar, sin privarle de aquellos que ya poesía y son parte de su patrimonio en todos los órdenes de la existencia.

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Únicamente entendiéndolo así es como podría juzgarse severa é imparcialmente la obra protentosa de este siglo, señalando sus bellezas y sus defectos, para facilitar por tal modo el estudio de los grandes problemas sociales en cuya solución se halla tan interesada la humanidad entera.

La radical y completa transformación de nuestro actual ambiente social está íntimamente vinculada y basada en el problema de la Educación Popular, de la Enseñanza que se desarrolla en Filipinas con todas las bellezas y defectos del progreso moderno. Y discutida hoy más que nunca la personalidad del Profesorado Filipino voy á ocupar vuestra atención acerca de LA FINALIDAD DE LOS COLEGIOS PRIVADOS, tema que otro más hábil que el que tiene el honor de dirigiros la palabra, lo desarrollaría con erudición y galanura, dando así mayor interés á este discurso con que inauguramos hoy nuestras tareas escolares.

La existencia de los Colegios privados ó escuelas privadas es casi coetánea con la de la Universidad de Sto. Tomás, porque es sabido que desde el siglo 17 ya había escuelas privadas de latinidad, en donde se preparaban nuestros escolares en Humanidades para sufrir un exámen de reválida é ingresar en la Universidad de Sto. Tomás, ó de San José para los estudios de facultad.

Más tarde cuando se implantó la segunda enseñanza en el país, se establecieron no solo en la Capital de Manila sino en casi todas las provincias y pueblos principales del Archipiélago, muchas escuelas privadas, dirigidas por personas competentes, que cuando menos ostentaban el título de Profesor, sino el de Doctor ó Licenciado en alguna facultad: hasta aquí llega la institución de los Colegios privados durante la dominación española.

Desde la implantación de la Soberanía Americana hasta nuestros días no solo continuaron estos establecimientos privados, sino que se fundaron otros muchos de entre los cuales los hay muy valiosos y acreditados.

No es nuestro propósito tratar aquí de los sistemas educativos, procedimientos, formas y métodos que se han empleado hoy en dichas escuelas privadas, si son ó no congruentes con las exigencias de la ciencia pe-

dagógica moderna: nuestro propósito es demostrar únicamente si en el terreno práctico cumplió, ó no, esta institución, la finalidad de su noble ministerio en sus respectivas épocas que caracterizan el régimen colonial que desgraciadamente ha imperado siempre en Filipinas.

Cada época tiene su carácter propio y dentro del régimen social de cada uno de los tres períodos en que puede dividirse la enseñanza privada en Filipinas, los Colegios privados han cumplido la finalidad de su existencia.

En efecto, en el primer período de la época hispana cuando en vez de la segunda enseñanza no se estudiaba más que el Latín para poder ingresar en los estudios de facultad, los que más han honrado el clero y foró filipinos, son los que han procedido de Colegios privados ó escuelas privadas, como los PP. Ballesteros, los Villafranca, los Villaseñores, los Espíritus y otros más en la carrera sacerdotal; y en la del Derecho, los Tagles, los Greys, los de Leones los Pantojas y otros muchos.

En el segundo período de la dominación española cuando se estableció la segunda enseñanza en Filipinas, los que más se distinguieron en las carreras de sacerdocio, Derecho, Medicina, Farmacia y estudios especiales, son también procedentes la mayor parte, de Colegios privados; y aquí no citamos nombres, no solo por temer zaherir la modestia de los que convienen con nosotros, sino porque no somos los llamados á hacerlo; sin embargo, en la conciencia de todos están los ejemplos vivos que en éste punto podemos citar.

Consta también en algunos reports de la Universidad de Sto. Tomás, á la cual estaban adscritas entonces las escuelas privadas, que en las provincias ó pueblos en donde se han establecido Colegios privados es mayor el adelanto moral y social de sus habitantes y mayor el número de los que saben leer y escribir que en las demás provincias y pueblos en donde no había Colegios privados. Datos estadísticos que demuestran la eficacia y personalidad de los Colegios privados en aquella época.

En el tercer período de la enseñanza privada, que corresponde á la dominación americana hay también

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datos positivos que encomian y enaltecen á los Colegios privados. En los reports de Mr. Sutherland, Superintendente de los pensionados filipinos en América consta que los que han tenido excelentes y mejores promedios de entre los pensionados de aquella época son casi todos los que han procedido de Colegios privados.

En las Exposiciones Universales, concursos, certámenes y oposiciones públicas celebrados en el Extranjero y en la Capital de Manila y provincias, los Colegios privados, que han tomado parte en estas honrosas lides escolares, no han ocupado un lugar desairado, antes al contrario en algunas oposiciones celebradas en esta Capital con motivo del Rizal Day, los alumnos de Colegios privados han salido completamente victoriosos, llevando casi todos los primeros premios.

En las grandes Universidades y Colegios de América y Europa y aún en los de esta Capital, ha habido y los hay en actualidad muchos alumnos formados por Colegios privados que se han distinguido y se distinguen en sus respectivas facultades, ocupando los primeros puestos en la clase y terminando con lucimiento sus respectivas carreras.

En medio de estos hechos irrecusables que justifican el aprecio, estimación y favor que el público ha dispensado y sigue dispensando á los colegios privados, en medio del ardiente y noble afán de la Juventud filipina de instruirse y educarse, invadiendo todos los centros de enseñanza públicos y privados; en medio del entusiasmo febril que la omnimoda libertad de la enseñanza despertará á los educadores del pueblo filipino; en medio de la noble emulación de los centros docentes por mejorar los medios educativos; en medio de las actividades y energías consumidas por difundir la enseñanza en Filipinas; surge la fatídica silueta del caos, se levanta la mortífera sombra de la anarquía que amenazan acabar con la institución más santa del pueblo filipino: la enseñanza.

A remediar tan grave mal la Secretaría de la Instrucción Pública, velando por los sagrados intereses del público que en algunos casos han sido suplantados por algunos logreros é intrusos de profesión, (por fortuna pocos) ha querido ejercer su alta misión de velar por la pureza y eficacia de la enseñanza privada, estableciendo un Standard del Plan de Estudios y prescribiendo condiciones y reglas para que los estudios hechos en Colegios privados sean oficialmente reconocidos, de conformidad con la Ley N.º 1459. Tan sabia y previsoría disposición no pudo ser más oportuna como en esta ocasión en que estamos amenazados de una espantosa anarquía.

No nos oculta que todo control ha sido siempre y es un pesado yugo para el ejercicio de la libertad en las iniciativas particulares, con todo es preferible un control que el libertinaje, que la anarquía. Teniendo en cuenta los nobles propósitos de la Secretaría de Instrucción Pública de unificar el Plan de Estudios en todos los Colegios públicos y privados y de levantar el Standard de la enseñanza en Filipinas, esperamos que ese control gubernamental se traducirá en la práctica en rigor saludable, en materia de enseñanza y poderosa ayuda á los Colegios privados que de buena fé y con patriótica abnegación ejercen el sagrado ministerio de enseñar.

El remedio está aplicado y creemos que este cancer social será pronto extirpada, pero más que de este remedio esperamos de la misma naturaleza del paciente que tendrá suficiente fortaleza para resistir la crisis de este grave mal, de la sensatez y cordura del público, de los padres de familia que de hoy en adelante sabrán hacer la selección conveniente antes de confiar sus hijos á manos extrañas en el momento más peligroso y decisivo de la vida en que se forma el carácter con la educación, teniendo presente que la educación é Instrucción de nuestros jóvenes ejercen influencia directa en los destinos de nuestro pueblo.

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Más sean cuales fueron los errores y los abusos de nuestros Colegios privados hijos de su época y de su carácter la sustantividad del elemento nativo en materia de enseñanza es un hecho innegable.

Contemplad sinó á ese benemérito cuerpo de maestros de Instrucción pública, (aunque menos considerado y peor retribuido,) á esos apóstoles de la civilización y del progreso de nuestros pueblos y observareis que todos ellos son nativos, á quienes se deben los rápidos y grandes adelantos de la Instrucción Pública.

Tended la vista á los Colegios privados genuinamente filipinos en todos los grados de instrucción y vereis que todos y cada uno de ellos tienen la gloria de haber formado ciudadanos dignos y equilibrados, capaces de vivir la vida de la realidad, la vida práctica de las actividades modernas en la candente arena de la lucha por la existencia; y en esto consiste la mejor ejecución de la eficiencia de la enseñanza en los Colegios privados genuinamente filipinos.

Observad también que el Profesorado de la Universidad de Sto. Tomás de hoy el 90% es filipino y en la Universidad de Filipinas del Gobierno de reciente

creación tiene también parte, aunque exígua el filipino en algunas facultades.

SEÑORES:

Hemos llegado al final de este desaliñado trabajo y al reivindicar el puesto de honor en la evolución histórica de la enseñanza en Filipinas para los Colegios privados, para el Profesorado Filipino, no debemos perder de vista que, estamos bajo la acción directora de la nación norte-americana; afortunadamente es la cuna de la libertad y de la democracia, y con la libertad bien entendida vamos á concurrir á la magna empresa del progreso de nuestra civilización y cultura.

QUEBUDOS COMPROFESORES:

Sí; vamos á concurrir á esa grandiosa obra de educar é instruir á nuestro pueblo, á nuestra juventud, en la firme convicción de que estamos más llamados que nadie como filipinos á cumplir con este sagrado deber y á demostrar con hechos nuestra discutida capacidad, en este período de pruebas; pues nuestra responsabilidad ante Dios y ante la Historia es tan grande como el Ideal del pueblo filipino á su vida propia é independiente.

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SECCION LITERARIA

Las Delicias

(BAÑOS)

I.

Hace tres mil años, cuando la religión bathalana imperaba en las montañas de Luzón, *Bituin*, dulce flor del bosque, gentil dalaga de Bosoboso, había salido a las campos a labrar *palay, gawe y sinkamas*.

El sol, un sol estival, todo fuego, volcaba sobre su frente virginal rayos ardientes: pero ella labra y labra, como pidiendo a madre Tierra eterna fecundidad.

De pronto se detiene, ha oído rumor en la espesura que cierra el campo, suelta el azadón y sus brazos, como dos guirnalda de sampagas, se alzan a limpiar gotas de sudor, que tiemblan rodando en las encantadas mejillas arreboladas de calor.

Azadón al hombro, canturreando una tonada de *Kundiman* llega *Batis*, el gentil labrador de los ojos hermosos y el hablar cariñosísimo, viene decididamente hacia *Bituin* y una vez a su lado, la saluda:

—Como sigas labrando, en vez de *sinkamas* van a brotar de la tierra *sampaguitas*...

Sonreía ella, al piropo halagador y posa su mirada virginal, impregnada de carifios en el *bagongtawo*, mientras el sol ríe en el espacio una hechizada sinfonía de luz.

—Porqué llegas tan tarde?

—Porque he despertado tarde.

—¡Perezoso!

—Perezoso, no; es que anoche soñé mucho con una dalaga que tiene mi corazón...

—De veras?

—Y que me quiere mucho.

—¿Se llama?

—Se llama *Bituin*.

Suelta ella el azadón y escapa, más encendida en pudores que de sol. En la carrera, á veces vuelve la cara para ver al *bagongtawo* que la contempla huir, echándola besos al aire con la mirada, con las manos.

II

Cae la tarde sobre los campos dulcemente. Es la hora de las estrellas vespérales y de las *sampaguitas*. De las copas de los árboles gigantescos de Bosoboso, llegan trémulas y plañideras los cantos de las aves nocturnas.

Bituin que ha terminado su árida labor, respira el aire oloroso de los campos en momentáneo reposo, antes de tornar al hogar.

Se alzan á la tarde sus sueños, sus suspiros de amor; más, de su dulce abstracción y su descanso, viene á robarle el Jefe del pueblo, noble *Gat* de Bosoboso.

—Ola, hermosa dalaga.

—Buenas tardes, señor.

—Me conoces?

—Sí.

—¿Me amarías?

—Oh señor!!..

—Me gustas con toda el alma. El otro día te ví bañándote en el río y quedó de tu imagen en mis ojos una sombra perfumada.

—Gracias, señor...

—Gracias, no. *Bituin*, (sé tu nombre, por que lo he preguntado, ¡mira tú si he pensado en tí!) no me des las gracias, por que te diga todo lo que siente mi pecho desde que te ví tan bella...

—Señor, es tarde; y madre me espera. Siento dejaros; pero he de partir...

—Sin dejarme una esperanza?

—Señor no puedo.

—Bien, adiós, gentil *Bituin*, otro día será otro día.

—Adiós!...

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III.

Una mañana deliciosa mientras á un lado el carabao rumia y filosofa en descanso, sobre el carro de labor, consultan *Bituin* y *Batis* su destino. Las piedras, las flores, las pepitas de las frutas, las amigas, todas á una, significan que la unión de ambos corazones será de suerte feliz, coronada por los cielos de infinitas bienandanzas.

Han decidido los novios, *Bituin* y *Batis* que ya se adoran, comunicar á la madre de ella su mútuo amor.

La madre, pobre vieja que idolatra á su hija, los recibe con los brazos abiertos y los bendice; ellos besuquean á la vieja que ya es la madre de los dos; y al cabo de hablarse mucho con los ojos dulcemente se separan bajo la luz de la luna que ilumina los cielos y los campos y las almas.

IV.

Una noche *Bituin* está sola en su casa; la vieja ha salido á buscar *gulays* para la cena, súbitamente llega el *Gat* de Bosoboso cargado de valiosos presentes y ricos manjares:

—Todo es para tí, *Bituin*; porque te adoro.

Ella no puede ya soportar tanta persecución amorosa del que le es tan molesto y poco agradable; ella desprecia sus riquezas; todo lo de él, que á sus ojos y á su corazón aparece inferiorísimo á la sola palabra de *Batis*, el amado; y decide sacarle brutalmente de sus pretensiones absurdas

—Yo, señor de Bosoboso, no puedo amar á V. nunca; no me pertenezco, estoy comprometida con un hombre á quien adoro.

Truenan y centellea el *Gat* de Bosoboso por todas partes de su cuerpo en contra de la ingénua explicación; y á su vez, sátiricamente, resuelve abusar de la virgen, para cuyo acto le amparan lo solitario del lugar y la oscuridad de la noche.

Lucha con ella, á forzarla, desesperadamente; *Bituin* dá gritos y se defiende; mordiéndolo y arañando al señor que de tal modo abusa de su fuerza, y cuando ya va á caer, á desfallecer débil, doblada al dolor de los bra-

zos que atenazan sus carnes, surge, como á un conjuro milagroso, *Batis*, que se arroja como un carabao furioso sobre el *Gat* de Bosoboso para hundirle una, dos, cinco, mil veces, la centelleante hoja de un bolo, en el corazón.

V.

A la luz del alba, la vieja *Sinag* con *Bituin* y *Batis* van huyendo camino de Antipolo.

Allá en la humilde choza quedó tendido y ensangrentado el cuerpo muerto del *Gat* de Bosoboso.

Y se dirigen los tres á la cueva del Talbak, á consultar al Mago, su destino y su crimen:

Pero el Mago, cariñoso y benévolo, que adivinó lo pasado, por los gestos y dos ó tres vocablos que pronunciaron los huidos, les dice que nada temar; y les recomienda á *Lakam-Bini*, señora de Antipolo, toda misericordia y divina providencia.

Y *Lakam-Bini*, en efecto, los acoge y ampara; y *Lakam-Bini* hace más; pues les regala una fuente, *Batis* de aguas medicinales, con las que ellos se enriquecieron abundantemente.

Tal es el origen de los *Baños*, llamados hoy día, *Las Delicias* cuyas aguas tienen la virtud de curar enfermos y casar novios con lazos eternamente felices, bajo cielo siempre azul y sereno, jamás turbado por nubecilla alguna.

Lakam-Bini, la señora de Antipolo, la que un día tuvo vida real y palpito y soñó y amó; que tuvo continuamente besos del corazón y manos abiertas en derrame de infinitos bienes para todos cuantos desgraciados acudieron á su cariñosa demanda; que amparó viudas, recogió huérfanos, patrocinó amores, reguló leyes humanas, sostuvo la ancianidad y siempre se inclinó al humilde. *Lakam-Bini*, divina y celestial, reina de todos los *batis* cristianos, Hada de todas las flores antipolinas, venerada y adorada como ídolo por todos cuantos se llamaron antipolenses es hoy *Nuestra Señora de Lakam-Bini*, virgen y emperatriz del territorio, donde se alzan las montañas al cielo; domo besos de la tierra que quisieran llegar en vuelo divino á sus piés santos.

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al suave perfume de Mayo,
al lloro del niño en la cuna,
y al viejo que tiembla en desmayo..

No cierres tu puerta. ¿No sabes
que cruzan el largo camino
mil sombras, mil vidas, mil aves
que ignoran su obscuro destino?

Tu mano que abrió las entrañas
del suelo, y halló un gran tesoro,
arroje las llaves extrañas,
que cierran tus puertas al lloro.

Preparen tus manos la mesa,
el plato de arroz y hasta el vino.
¡La sombra en la luz hace presa
y es largo y tortuoso el camino!

Que sea en la vida, tu techo
la fuente que lave los males,
que cierre las lagunas del pecho.
que borre las penas mortales.

Si quieres que nazcan al paso
de tu alma las rosas celestes,
acoge el dolor del ocaso
y zurce las miserables vestes.

Bien sabes que es noble y es santo,
alzar al que cae en la vía.
No dudes ni niegues. El llanto
secado es raudal de alegría.

Si pones tu mano en la mano
del pobre, Dios besa la tuya.
No cierres tu puerta ¡oh mi hermano!
no sea que de ella Dios huya.

Ten siempre dispuesta tu casa,
y esté á todo huésped abierta,
que acaso la sombra que pasa
es sombra de tu madre muerta...

No cierres tu puerta ¿no sabes
que cruzan el largo camino,
mil sombras, mil vidas, mil aves
que apenas si saben cual es su destino?

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La gloria de tu anhelo fulgurante,
La llevo yo en mi propio pensamiento,
Y si portas la fuerza de un Atlante,
Les sobra á mis ideas el aliento.

Tú sobre el viento, yo sobre la tierra,
Ráudo Limbás, los dos somos pequeños;
Y son falsas mis glorias y tus galas.
¡La misma suerte nuestra fuerza encierra,
¡Tú que puedes volar, no tienes sueños,
Yo que puedo soñar, no tengo alas!

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COMITÉ REORGANIZADO

En la junta general extraordinaria del Comité de Manila del *Philippine Teachers' Association* celebrada el 28 del mes próximo pasado en la oficina de la misma, se ha acordado por unanimidad reorganizar por completo dicho Comité, subdividiéndolo en tantos Comités Locales cuantos son los Distritos Escolares en Manila, es decir, en cuatro Comités.

Acto seguido se procedió á la elección de los miembros de la Junta Directiva Provincial y de la de los Comités Locales con carácter provisional. He aquí el Resultado:

Miembros de la Directiva Provincial de Manila: A. Quijano, presidente; Vicenta Mata, vice-pres.; G. Villa, tesorero; C. Ligot, secretario; L. Rivera, sub-secretario. Vocales son los Chairmen, y secretario-tesoreros locales.

Miembros de la Directiva Local: Comité Local n.º 1.—J. Topacio, chairman; M. Hernández, secretario tesorero; Arcadio del Rosario, D. Rodriguez, M. S. Mateo, vocales. Comité Local n.º 2.—J. Buenaventura, chairman; V. Uriarte, secretario tesorero; J. de Guzman, D. Gloria, A. Laquindanum, vocales. Comité n.º 3.—J. Hernández, chairman; A. Cruz, secretario tesorero; A. Silva, A. Laber, C. Arabit, vocales. Comité Local n.º 4.—Simplicio de los Santos, chairman; S. Bijasa, secretario tesorero; E. Vega, A. Duque, Roman Patricio, vocales.

El Comité Provincial celebrará el sábado, 18 del actual, á las 4 en punto de la tarde, una junta en su misma oficina, para tratar de varios asuntos importantes.

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Teniendo presente este hecho, rogamos á Vd. examine cuidadosamente las barras de tipos de la máquina de escribir Remington.

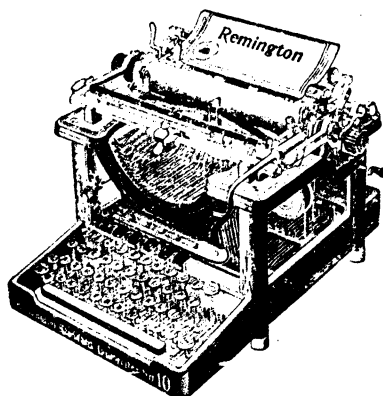
La sólida barra de tipo forjada de la Remington es y siempre ha sido uno de los fundamentos de su supremacía. Compare esta barra Remington, hecha de una forja caliente de acero, *exigiendo treinta y tres operaciones distintas en su manufactura*—compare esta barra fuerte y rígida con la delgada barra ordinaria hecha de acero laminado, y comprenderá Vd. entonces una razón porque

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Dahil sa Pagsisimulâ namin ngayon sa ikáapat na bolúmen, ay bumáhati kami sa lahat nang *Maligayang Araw*.

Ang pag-aaral nang ingglés.

¿...PAWANG KABASTUSÁN?

Halaw sa isáng talumpati.

Aming sisipiing buongbuò ang pangyayaring napakahidwâ sa harap ng bayan na ibinabalitâ ng kápamahayagan naming *Ang Mithi* noóng iká waló nitong Hunio, na nangyari sa nayon nang Santa Ana, Pateros.

Ganitó ang pagkakasabi:

"Hanggang sa ami'y umábot ang balitâ nang isáng nangyari sa Pateros, Rizal, na ikinamu-nuhî ng madlâng tagaroón.

Sa balak ng iláng guro sa "Liceo Filipino", ay nagdaos ng belada ang isáng binatàng katapos pa lamang ng pagbabachiller sa násabing páaralan, beladang ginawâ sa kanyang bahay sa nayon ng Santa Ana, Pateros. At upang maparingal mandin ang tuntunin ng gayóng kasayahan, ay ilinagáy ng mga náturang guro ang pangalan ng iláng binibini sa bayan, na may pinamagatán pang *farmacéutica* kahit hindi, upáng doo'y magsalitâ. Ito'y ikinámanghá ng mga binibini, pagka't ipinalagáy niláng isáng biròng may kabigatan. Hindi namán nangagsalitâ ang mga ilinagáy na ito sa palatuntunan.

Nguni't aanhín pa ang lahat ng iyan, na di gaya ng mga pangungusap na binitiwán sa talumpati ng guro sa "Liceo Filipino" na si G. Isidoro Calpa, na nagsabing masasamâ raw ang mga nag-aaral sa inggles pagka't hindi nakakaalam ng *urbanidad* at walang nátututuhan kundi pa-

wang kabastusan. Sabihin pa ang panglilit ng mga kaharap na binibining mga guro sa páaralang bayan. Ang mga itó raw ay nangápangangá sa gayóng mga salitang hindi hinhintay na pumulás sa labi ng isáng guro pa namáng gaya ni G. Calpa, na dapat magbigáy halimbawâ ng pagmamahál sa *urbanidad* na kanyang ipinagtatangol."

Ngayon ay magpapaliwanag kami at magtatangol ng ilán kay G. Calpa.

Ang pangyayaring itó humigt kumulang, ay nagmulâ sa mga gurong nag-anyaya sa mga nagsidaló. Ngayon, isinó si G. Calpa? Isa siyang guro sa «Liceo Filipino». ¿Hindi kaya siya kasamang bumalak ng ganitong belada? Walang kaliwanagan, pagka't sinasabi sa itaas, na, *balak ng ilang guro*. Nguni't maliwanag na natatatap namin, na, pagka't guro siya sa binanggít na páaralan at naandodoon ng mga sandaling iyon at kasalamuha siya, ay di sasalang kasama siya sa gayong balak. Ngayon, hindi wastong ilagay ang pangalan ng ilang binibini sa *programa* upang magsalita na walang pagbibigay alam; at pama-magatan pang *farmacéutica* kahit na hindi.

Nagtalumpati si G. Calpa. Magsalita siya ng hinggil sa mga nangagsisipag-aral sa wikang ingglés na anyay *masama*, at pagka't masama ay *walang urbanidad*, at pagka't *walang urbanidad* ay *mga bastus*. Ngayon, bakit nagbitiw ng ganitong pangungusap si G. Calpa? Na sapagka't ang mga kaharap na ipinalagáy nilang *farmacéutica* upang mangagsipagtalumpati ay hindi tu-

mupad? Na, sapagka't sa madaling sabi'y hiniya sila? Saan naroon ngayon ang matwid? Saan naroon ngayon ang ipinangangalandakang *Urbanidad* ng mahál na ginoo? Saan naroon ngayon ang naging *masamá at bastus*? Na sa nangangaral kaya ó nasa pinangangaralan? Malinaw na malinaw na lumalabas na, ang ganitong kamuhimuhiing ta lumpati ay natutunod sa nangusap at di sa pinangungusapan, sa nangangaral at di sa pinangangaralan. Na, nagsabi ng ganito si G. Calpa, pagka't ang mga tinutukoy ay mga babaeng guro sa inggles? Hindi matwid! Aming liliwanagan: Na, kundi nila pinalayawin ng *farmacéutica* ang mga ibig nilang magsalita, ay hindi sila mapapahiya. Na kung sila'y nagpakawastò sa gayong harapan; alalaon baga'y iginalang nila ang karanalan tagla ng mga binibini, ay matutupad nila ang kanilang hangad. Kaya, malinaw na malinaw na ating matatapat, na, kung kaya nagsalita ng gayon ang *mister*, ay sapagka't napahiya sa harapan, at sapagka't napahiya, ay lumabas na *bastus*, at pagka't *bastus* ay walang *urbanidad*. Kaya, ang ganitong talumpati ay kinusa lamang na bumalong sa pagngingitngit ng isip upang matubós ang *KAHIHIAN, KABASTUSAN at URBANIDAD NIYA*, at di ng mga nangagsisipag-aral sa Ingles.

Kakutyâ-kutyâng pangyayari... ang isa pa naman dapat magbigay ng magandang halimbawa sa bayan, ay hindi at siyang gumagawâ ng kagutusan. ...Bastus! Walang Urbanidad...! Sino?

Ibig kayâ ng ginoong ito'y iulat namin ang mga itinuturong *urbanidad* sa loob ng paaralang-ingles, upang mamaibabaw ang katotohanan?

Pagsulong nang bayang Pilipino

¿Saán nagmumulá?

Walá nang iba pang bagay na tayo'y mapagbabatayan kung bakit ang isáng bayan ay malakás ang pagsulong. Oo: walangwalá; maliban sa mga páaralá ay naghihi-kaós ang bayan sa pag-unlád at paggitaw sa kabihasan. Magíng sa matandang kasaysayan ng sangdaigdig ay páaralan at páaralaug ang pinagmumulán ng mga bayang kung tawagi'y *bihasa*, palibhasa'y siya nga lamang tangíng binabalungan ng mga darakilang pagkukurò at pag-asa ng bawa't bahagi ng bayan. Dito sa Pilipinas ay ganito na rin. ¿At sino ngayon ang makapagsasabi ng hindi? Iyan lamang mga kaaway ng damdamin at kalayaan ng bayan! Iyan lamang mapanipsip ng dugò ng kapuwál... na, sa ganáng kanilá, ay ang pagsasabi at paniniwalá sa isáng bayan nitong Pilipinas na *bihasa na*, ay walang kakabúkabulhán, waláng kahaláhalagá ni kamunséng man sa haráp ng panahón. Ang ganito'y hindi sa panghuhula, ni sa pagmamamatayog ng pagsasalitá, kungdi sa talagáng siyang katotohanan, at pagka't katotohan ay siyang dapat paniwalaan. Katotohanan ngang di maikaka't ngayon at kailán man, maging sa haráp ng túnay na Diyos, na ang bayan natin ay bihasa na, kabihasnáng nagmulá sa kasikhayang pag-aaral ng mga anak niya. Dahil dito'y ang sabihin man natin ng pabulong, ay ang bayan natin ay di na huhulí kung sa bagay na itó sa mga bayang ipinangangalandakang dakila sa sangdaigdig, pagka't hindi ang pagbabatayan natin ay ang malalaki at matataas na páaralan, ang makikisig at magagayak sa palamuti, kundi ng matatalino at masisipag na gurò na siya lamang pinakaluluwa ng alín mang páaralan ay siyang diwa at buhay ng mga nangagsisipag-aral.

Hanggáng saán napagkikilala ang kakayahan at kapatán natin sa pámamahalal! Sumusukó sa langit...!

Itungo man natin ang pagsasalaysay sa mga magulang ng bata, sa noóng araw ay tulugín at mapágwaláng



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bahala, ay ngayo'y kapuripuring ihayag na sila'y may pagkukusa na sa pag-papaaral sa kanilang mga anak; salamat sa kabaguhan ng panahon na di sila maalam magpabaya, at salamat sa pagbabagong isip nila na sadyang katutubò ay kanila nang ginagamit. At parapat naman, pagka't ang gangganitong galaw, ang gangganitong kabaguhan, ay nagbabadhâ ng ating kakayahan, kakayahang naghahayag, na, ang lahi natin ay tumutuntong na sa baitang na dapat tuntungan. Kapuripuril. Lamang, ay may isang sagwil sa kabaguhang ito, sagwil na *inaabot ng tabsing ng dagat dahil* sa inalon-alon nitò, sa gawâ ng sigwâ sa dagat Pasipiko.

Sa pamumuhay ng tao, gayon din ng sa isang bayan, ay madlang suliranin ang nadadamâ; dapuwa, karampatan sa pagsasanggalang ng matwid ang kinakailangan upang malunasan ang ganitò. Nguni, paano ang paghawak ng karapatan upang maiwasan ang ganito, kundi may pinagsikhang pagál sa pag-aaral, nagsunog ng kilay sa madlang karunungan? Malinaw ngang lu malabás at nabungad ang katatagang *paaralan* [Oh, ang paaralan]. Ang paaralan ang siyang batis na binubukalan ng matinding pag-asa ng bayan; ang paaralan ay siyang bukál na binabalungan ng mga darakilang bagay na ikinalu'usóg ng isang bayan. Kaya't ang lahat ngâ, ang kalahat'abatan, magmulâ sa mataas hanggang kabalababâan, maginulâ sa gilid hanggang sa kalaotlaotan ng pamumuhay ng tao ó nang bayan, ay tanging sa pag-aaral lamang nagmumulâ, nalalasap at wala na.

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Itó ang halagang natatadhanâ sa balak na kapagtibay pa lamang ng kapulungang-bayan at sinang ayunan ng Komisyon; halagang iniukol sa mga pagdaragdág na gawin sa mga gurong pilipino.

Ito, kung бага sa may sakit, ay isang gamót na panglunas, gamót na magbibigáy ng kaunting lakás at pag-asa.

Kung naaalaala pa ng madlá, ang pamahalâan ay nagbawas ng gayon ding halaga; pagbabawas na tinutulan namin ng buong kaya, sapagka't di dapat at walâ sa matwid.

Walâ sa matwid ang sabi namin at di karapatdapat, sapagka't sa lugal na dapat lingapin, dagdagan at bigyang lunas ang mga pagdaing ng mga gurong pilipino ay hindi ito dininíg bagkus nagkait ang pamahalâan at nagbawas at binawasan ang maliliit nang sahod ng mga kulang palad. [Napakaapi ang mga gurong pilipinol...

[Katunayan nito?... gunitain na lamang ang *report* ng kasalukuyang namamahala ng mga paaralan sa Sangkapuluan noong pa mang siya ay pangalawang katulong pa lamang, at doo'y maaalaala nating ang kanyang

sinabing marami sa mga gurò sa maraming bayan niyang nadalaw ay sumasahod lamang ng pitò, walò at sampung piso isang buwan, nasaan ang panglingap ng pamahalâan?

Nguni't di sa lahat ng gabí ay kadiliman na lamang...

Katotohanan: nariyan ang bagong balak na pinagtibay na, balak na бага man di tumutugon sa talagang karapatan, palibhasa'y isa lamang pagbabalik ng dating nawalâ at isa lamang pagsasauli ng halagang binawas; gayon ma'y makapagdudulot na ng kaunting lugód, ng kaunting pag-asa

Nagpapasalamat kami sa mga Kinatawang kadamdamin namin sa pagtugon nila sa pagdaing ng maraming gurò.

[Kailan kaya mauulit?

X.

Ang Wikang Tagalog

MAIKLING KASAYSAYAN NITÒ.

Hindi isang *gramatika* ng sariling wikâ ang uri ng munting salaysay na itò, bagama't maiukol din sa gayon, yayamang, sa akalâ ko'y mapaghahanguan nang mga ilang tuntunin sa bagay na itò. Tumutukoy ang salaysáy na itò sa kung anó at papaano ang kabuuan at ka'inangan ng wikang tagalog.

Ang isang wikâ ay nagtataglay ng pangalan nang bayan ó lahi na gumagamit, ó ng lugál na pinangalangan. Ang pagkâkasabi, ayon sa isang makabuluhang alamát, ang wikang tagalog ay isang wikang tunay na arí ng mga unang pilipino na *Taga-ilog* na nanggaling sa Sumatra sa baybayin ng isang ilog ó lawâ, kung kayâ pinanganlang *tagalog* ó *taga-ilog*. May isang pasiyâ na doo'y sinásabing ang karamihan ng mga dialektong malayo-pilipino, gaya ng bisaya ilokano, bikol, pangpanggo, at iba pá, ay galing na lahat sa kaunahunang wikang tagalog. Kung magunitâ nating ang lahat ng malayo-pilipino ay nagsipanggaling sa mga pangpangin ng isang ilog ó lawâ, ay di maliwag ku-ruing tayong lahat na taga Pilipinas ay mga Tagalog, at ang lahat nga ng mga wikâ natin ay galing sa matandang wikang Tagalog, na hatid dito ng mga kánnuan nating nagsipamuhatan sa Sumatra.

Alberto F. Barretto

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Nábanggit ang matandang wikang tagalog, sapagkát ang pananagalog natin ngayon ay iba ná ng kaunti sa datihan, at ang bakás ng matandang wika ay natá-tagpuan pa sa mga bayánbayáng lalubundukin at malalayò sa Maynila.

Sapúl pa sa unang parahóng hindi pa natuklās ng mga taga Europa ang Kapuluang itó, ay mayroón nang tagláy na *sibilisasyon* ang mga Tagalóg, at kayá nga namán may sariling alpabeto, sariling literatura, pananampalataya, ayos ng pamamayan, pakikipagkapwá, kaugalian at pananamít. Ang matandang alpabetong tagalog ay may labíng pitóng titik, na, sa ating mga titik at pagbasa ngayón, ay ganitó: A, BA, KA, DA, GA, ĠA, HA, I, LA, MA, NA, O, PA, SA, TA, WA, YA. Tatló ang pantinig: A, I, at O; at labíng-apat ang katinig: BA, KA, DA, GA, ĠA, HA, LA, MA, NA, PA, SA, TA, WA at YA.

Ang A, ay may tunóg na gaya ng *a* ng kastila na di nagbábago. Ang I ay gumagawi sa tunóg na tila *e*, sa pagitan ng *e-i*, sa dakong dulo ng iláng salitá, gaya ng *babaye babae*, *sile gabe*. Ang O ay may tunóg na *u* sa unahán ng maraming salitá, gaya ng *ulo*, *pusò*, *bugbóg*, *usap*. Ang tunóg ng mga katinig na B, L, M, N, P, S, T, at Y, ay kapara rin ng tunóg sa kastilá.

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Bago naming tagapamahala

Buhat ngayon, ó sa madaling sabi'y sa pagsisimulá namin sa ikaapat na *bólumen*, ay napalagáy na tagapamahala si G. Manuel Aguinaldo. ¿Sino siya? Hindi na kami magbabanság sa kanya pagka't sa larangan ng panunulat ay kilala na siya ng madlá.

Ipinamamanhik namin sa lahat na ibig na mangag-situlong sa aming pahayagang itó, na ang lahat ng ibig nilang ipa'athala hinggil sa ikabubuti ng bayan at ng tanáng sa ikalulusog ng isip ng kabataan sa ngayon, ay mangyaring ipadala sa bahay ng aming tagapamahala sa daang Real, 464, Maalat. Ang pagpapadalá ay balakin lamang makarating sa ika 10 ó 12 ng bawát buwan. Gayon din: ang sino mang ibig na gumamit ng palayaw (pseudonimo), sa kanilang artikulo, ay huwág lamang kaligtang ilagdá man lamang kahit na sa isang pirasong papel ang kaniláng tunay na pangalan. At kundí ganito ang gagawin ay hindi kami nakápagpapalabás ng kanino mang artikulo.

MGA BALITA

Sa kasalukuyan ay mayroong 4505 paaralan-bayan na nata'ayó sa Kapuluang Pilipinas. Sa bilang na ito ng mga páaralan, ay 8,170 ang guróng pilipino at 709 ang amerikano. Sa mga nangágsisipag-aral namán ay 490,062 ang bilang.

Sa kapulungang ginawa ng lupong nang, gasiwa ng *Unibersidad Pilipina* noóng ika 5 nitong Hunio, sa tanggapan ng pangalawáng gobernador nitong kapuluan na si Mr. Gilbert, ay nangagsilabás sina Gg. William J. Colbert at George Beatie na siyang mangagsisitang-kilik na samantalang tagapamahala at tagapagturò ng bagong paaralan ng *Ingenieria* at *Filosofia y letras*, na katatapos pa lamang pinagtibay ng taga'agdáng-utos dito sa Pilipinas,

Ang una na si Mr. Colbert, ay punóng-gurò (principal) sa High School dito sa Maynila, at ang pangalawa namán, si Mr. Beatie, ay punong gurò sa Normal School.

ANG BUHAY NG TAO...

Ang buhay ng tao kaikailán man ay nakadadamá ng madlang suliranin na di maiwasan sa mga pagkakataón lamang. Ang ganitó ay totoong nakakabak'a ng ating damdamin at nakágugusót ng katutubong isip at siyang daáng ikinatitiwakal ng ating kabuhasan. Datapuwa't ang ganitó ay di natin maiaalis, pagka't talagang ganitó ang mabuhay sa ibabaw ng Sangdaigdig. Nguni't walá kayang lunas na makasusugpó nito upang maiwasan nga ang gaya бага ng tao ay daanan ng kalumbayan, ng alipinin ng kapuwá, ng apiapihin ng sino man, ng nakawan ng puri aig isang babae at ibp? Ah! mayroon. Basahin lamang ninyo ang nobelang *ANG PURI AY BUHAY* na akdá ni Manuel Aguinaldo, ay labis nang makagamót sa inga sakít na kababanggit ko pa. - X

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Saglit lamang

NENITA:

¡Natatandaan mo pa ba ang noong isang gabi ng buwan ng Mayo, ng gabing lubhang matahimik ay kita'y nagkalipon sa isang *sinematógrafo*? ¡Ha? ¡Naalaala mo pa ba ang pagtatalo nata'ng hinggil sa dalawang nararawang magsing-irog na bawa't isa sa kanila ay nagdadampi ng labi sa mayuming pisngi?..

—¡Bastus!...—ang nawika mo sa akin ng makita mo ang gayong anyo.

—¡Salaulal!...—ang pamuli mong sabi na ipinaglalarakan, samantalang ang mga lalaki naman ay walang humpay ng pagtatawanan... at... pati na ako.

—¡Bastus! ¡¡Salaulal! ¡diyata!...—ang naitugon ko naman sa iyo.

—¡.....?

Mula noon ay di kana umimik pagkat... aywan ko kung bakit; tila naumid ka ng mga sandaling iyon... tila napipi ang mga labi mo noon, ¡bakit kaya? Hangga ngayon ay hindi ko pa mataho.

Ikaw nga ay magsabi: ¡hindi ba't ang pagdadampi ng labi sa pisngi ay tanda ng tunay na pag-ibig, ha? ¡Hindi ba ang isang halik sa burok ng mayuming pisngi ng mga dalaga ay isang saksi sa tunay na pagliyang? Hala nga, ikaw nga'y magsabi.

—... Bastus!!!

—¡Oh, tignan mo siyal, pinahihirapan na naman ako...

—¡.....? ¡¡.....!!!

—¡Di ba't ibinubulong mo pa sa aking tainga ng mapupula mong labi na ikaw ay si MAPAGTAPAT?!

—Oo nga.

—O, é, bakit?

—...Wala.

—Wala raw?

—Wala nga...

—¡Ikaw ang bahala!..

DIWANG-GINTO.

Ang Kabayanihan!...

(Halaw sa ikaapat na kabanata ng aklat na *Binti at Pag-asa*, sinulat ng kasama naming Miguel Antonio)

—Mr Gilbert!... ako ay nangako sa inyo na babalik at ako'y naririto ngayong tutupad sa aking sinabi.

—Ikinagagalak ko Elias, ang muli inong pagkaparito. Ibig kong ipagpatuloy mo ang iba pang bagay na binanggit mo sa akin noong tayo'y huling magpanayam.

—Hindi ko po nalilimutan, at talagang hindi man ninyo banggitin sa akin iyan, ay ako na rin ang uuntag at magpapauna.

“Sinabi ko na, marami pa akong isasalaysay hinggil sa mga katiwaliang nangyayari sa loob ng Kawanihan ng Pagtuturo, datapwa't hindi pa muna iyon ang aking haharapin kungdi ang gagawin kong paglalalahad nitong isa kong pag-aakalang dapat na ituro sa ating mga paaralan, mula sa pinakamababang *grado*, hanggang sa longest pinakamataas. Alin ito?... Ito, ito ang *Kabayanihan*.”

Tunay at di lamang sukat ang pagtuturo ng mga karunungan itinuturo ng tinatawag na *Arte, Ciencia* at iba pa, ó ng mga karunungan buhat sa mga aklat ng kalikasan, kungdi rin naman, higit sa lahat ng ito'y ang pagtuturo ng mga karunungan sumisibol, tumitibok at nagmumula sa damdami't puso; iyang karunungan nagtuturo ng, kung papaano at bakit umiibig at dapat umibig ang isang tao sa kanyang bayan.

“Ito ang dapat sikaping ipaturo ng ating pamahalaan at, ng maging mabubuting mamamayan ang mga kabatang magsisilaki at sa ganito'y magkaroon naman ng mabuting bayan. Bakit?”

“Sapagkat ang kabayanihan ay isang dakilang karapatan at marangal na tungkulin ng tao sa harap ng kanyang tinubuang lupa. Ang kabayanihan ay nagpapakilala sa tao na siya ay may bayan at namamayan sa isang bayan. Ang kabayanihan ay kuta ng matwid, tanggulan ng mga karapatang iraapi ng dahas ng lupit at lakas ng isang makapangyarihan. At kung walang Kabayanihan, ang katotohanan ay di gigitaw, at kung magkakagayo'y sa jabal ng mga maliliit at mahihina.

“At dahil sa mga kabayanihang ito, naandiyan ang libolibong mga tao, laksalaksang mga mahihina na nagbabangon, nagtitindig at humihingi ng kanilang inaaping matwid hanggang kung minsan ay pinagdadanakan ng dugo at ikinapuputi ng maraming buhay. Nandiyan ang mga bayaning Leonidas, Wayne, Bonifacio at Rizal, dahil sa kanilang kabayanihan, dahil sa pagtatanggol ng matwid at karapatan ng bayan, ng kanilang bayang kinakitaan ng unang liwanag, iniahin ang buhay, pinatay napatay at nangamatay, mapasikat lamang ang dakilang araw ng katotohanan at matwid.

(Itutuloy.)

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Tulang Tagalog

ANG AKING KUDYAPI

(Paraluman ko:—,

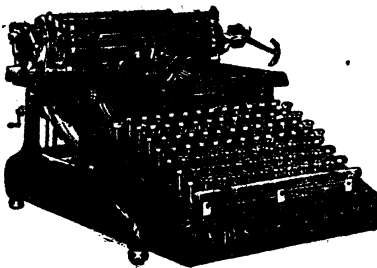
Ang tulang matamis sa aking kudyapi'y
 huwag mong hanapin
 At salát sa dagta nang titig at ngiti
 ang aking tulain,
 Paano'y palaging siná Gat-Pighati
 saan man sumuling
 Ang napagkikitá't ni minsan ma'y hindi
 maanong palaring
 Tinalo nang Lakas si Masamang-Budhi
 Pánong di ang bawa't tula ko'y mapait
 sa lagi na lamang
 Ang araw nang Dukha sa pagkakaidli,
 na sakal ni Yaman,
 At ako'y Dukha ring hindi tumagistis
 ang pawis nang buhay
 Ay hindi kumain, ni magtanaw-binlid
 sa maghaponng araw
 Ni di makilala kung ano ang Tamis.
 At pánong di gayon...? Sa dito'y ang lahat
 ay pawang aliping
 May tali sa ilong, kapag ang kaharap
 ay si Salapi ring
 Kahit ang Katwira'y naibabalabag
 at ni ang dalangin
 Doon sa May-Likha'y hindi man tumalab,
 bagkus nabibitin
 Ang Diwa't Pag-asa nang kawal ni Salát.
 Kung ibig mo rin lang na ang aking tula'y
 makitang punuan
 Sa tamis at sarap nang sariwang dagta
 nang pulot-pukyutan:
 Tikman mong baguhin ang asal-matanda.
 nitong ating bayan
 Tikman mong ilagpak dito sa ibaba
 si Haring Puhunan
 At upang sumikat ang Araw nang Dukha.
 Tula ko'y aawat nang tamis at sarap,
 nang salik at diwa
 Sakaling tayo na ang buong balangkas
 nang Bayang Mahina,
 Nguni't samantalang nasa alapaáp
 ang ating paglaya,

Ay hwag mong hanaping tula ko'y magsaad
 at makibalita
 Sa hugis at kulay nang manga bulaklak.
 Ang aking kudyapi'y may kinamihansang
 likas na ugali
 Na di makatula nang tulang ang lama'y
 bukal nang aglahi,
 Kaya at kung ano ang isinisigaw
 nang bajang ko't lahi
 Sa manga tula ko'y siyang mahahalaw
 na katas at uri
 Kahit ang bagting ay gumarágaralgál.
 Anong kailangang ang bawa't ipatak
 sa sinusulatan
 Nitong panitik ko'y maging dugong lahat
 Kung ang kanyang kulay
 Kahima't bahagya ay makadaragdag
 sa sinag nang araw
 Na sa Silangana'y minsanang lalabas
 minsanang sisilang
 Na di na lulubog hanggang magkawakas.
 Oo't ang tula ko'y may pagkakataon
 na nakasugat,
 Ninimo sa dibdib na parang talibong;
 sa may pusong-Hudas
 Ay nakatutulig... datapwa't ang gayo'y
 di maibubuhay
 Na kasalanan ko... Sala nang Panahong
 kung bakit pumayag
 Na dito sa lupa ay magka-Galalon.
 Kung ang panulat ko'y minsanang mabakli't
 ang dulo'y tumimo
 Sa diddib nang mga kunwa'y Haring Munti...
 ang dugo'y kung 'mulo
 At sa damong mura ay minsang bumanli,
 ó kay Hidwang-Puno
 Ay makatigatig sa pagkakamali
 nang kaniyang puso.....
 Walang kasalanan ang aking Kudyapi.....

HULING-BAYANI.

MITHI NG BATAAN

Sa isáng pulong pámahalaang ginanáp ng kapisanang
 itó, ay pinagkaisahang ang pulong pámahalaan, ay sa
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 gaggnapín —Ang Kalihim.



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Mga dumi nang bayan

DAPAT KASUKLAMAN

Kayong mga "bisiosong" tao; kayong mga magulang; kayong mga kabataan na magiging magulang din sa balang araw; anó ang ginagawa ninyong kabutihan sa bayan? anó ang ipamamana ninyo sa inyong inapó pagdating ng araw ng bukas?

El tiempo es oro.

Kasabiháng nunulás sa bibíng ng balana, kasabiháng pinagkakahulugán ng pag-agap sa araw na itó na di dapat ipaubayáng lunukín ng masungít na panahón; kasabiháng nag-uulat ng anó mang gawaing di dapat nang ipabukas; kasabiháng naglalamán ng ang láhat ay dapat ng kumilos at agapang huwág lubugán ng araw at pagbukaháng liwayway na mulí. Itó, itó ang kahulugan ng *El tiempo es oro* (ang panahón ay gintó.)

Balana'y bumigkás at balana'y nagsabi ng ganitóng kasabihán. Hindi matwid, kundí lalakipan ng paggawa: —*Palabra sin obra!*

Magsasalitá tayo ng isang bagay na totoóng malamán at makabuluhán sa haráp ng bayan, datapwa't tila waláng anó mang nunulas sa ating mga labi, na kamunti ma'y walá tayong natutupad.

Bibigkás tayo ng katagáng nápakadakilà sa haráp ng ating kapwa at ang akala nati'y ikadadakila rin natin, dapuwa't ni gahanip ay di man natin nagagawá. Matwid ba ang ganitó? Isáng kamuhímuhing dumi ng bayan!

At kayóng mga *maitim na kamay* na nagtatalunipati at nangangaral sa haráp ng mga sumasamba sa inyo, at náuulol ninyo, anóanong kabutihan ang naituturo sa bayan? Pawang kabulastugán!

At kayó, kayóng mga binatang waláng ginagawá kundí mangaráp ng kakirihán, sumayaw sa *suscripción* upang makayapós at makápisil ng baywang ng babae, sabihin nga ninyó kung anong kabutihan ang maitutulong ninyo sa bayan? Di ba't pawang kabulastugan ang ganito, pawang dumi ng bayan?

At kayó, kayóng mga mananabóng na sa araw araw ay manók ang hawak, na sa paglalakadlakad ay himas ng himas, na sa paghihintôhintô at makakita ng kapwa

niyá mananabóng ay kahig diyán at kahig dito; sabihin nga ninyo sa amin kung anong pangpalusog sa bayan ang inyong náihahandóg at kung anóng kabutihan ang inyong nagagawa?

At iyang mga sugaról, iyang mga nangangarap kahi't gising ng *alás*; sa baywang ay laging may suksok na baraha; kung nakikipagsugál ay naghahari pa ang pagkakaalít, pag-aaway, panunuba at pagdaraya at kung minsá'y nag-uutangan pa ng buhay;—(dahil lamang sa barahal)—kayó nga'y magsasabi sa amin ngayón kung anong tulong sa bayan ang inyong nagagawa? di ba't tulad kayó roon sa layak na nakakalat sa kagubatan?

At kayó, kayóng may katutubóng isip, ba't atbp. bakit ayaw ninyong gamitin, ayaw ninyong palakarin at ang ginagawá lamang ninyo'y ang manghirám sa kaniyang kapwa? May matá kayó ay matá ng ibá ang inyong ginagamit; may paá kayó ay paá ng ibá ang inyong inilalakad; may ba't kayó ay ba't ng ibá ang inyong hinihram, anó na lamang pamumuhay na maligaya ang inyong ibig na malasáp? di ba't tulad kayó deón sa isáng batóng ipinukól sa isáng malawak na *desierto*? ay anó ngayón ang maitutulong ninyo sa bayan?

At kayó, kayóng mga muntíng kibót at sa *talagá ng Dios*, bawa't sumapit na ikapuksá man ng kaniyang buhay ay *Salamat sa May Kapál*, anong kalinisan ng pagkatao ang inyong ginagamit? anong kahidwaáng palaisipán ang inyong iniisip? Iyan bagá ang ipamamana ninyo sa inyong mga inapó, sa aming kabataan?

MATUBÚSING-ANÁK.

(*Tatapusin*)

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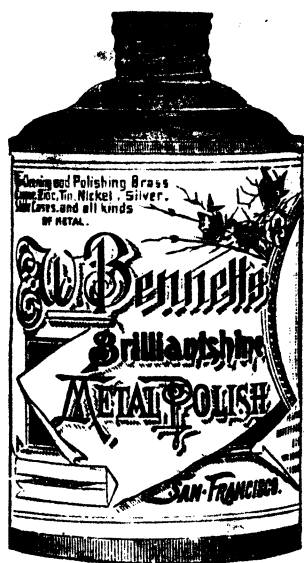
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